

APPLICATION FOR FUNDING FISCAL YEAR 2016

**Carl D. Perkins Career and Technical
Education Improvement Act of 2006**

**Local Formula Funds Grant
July 1, 2015 – June 30, 2016**

Nevada Department of Education
Office of Career Readiness, Adult Learning & Education Options
755 N. Roop Street, Suite 201
Carson City, NV 89701
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I. Overview

A. Purpose of Funding

Each local educational agency that is eligible to receive Basic Grant formula funds under Title I, Part A of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 may submit only one application. The application must follow the format described in these guidelines and shall be written to cover the time period of July 1, 2015 to June 30, 2016. Eligible agencies may develop one complete strategic improvement plan for career and technical education to apply for all existing and potential state and federal funding. If one plan is submitted, the plan shall meet the requirements set forth in all application guidelines (state and federal), whereby the budget narrative and budget would support the funding source for which the application is submitted.

The application must be received in the Department of Education on or before May 22, 2015 to be considered for funding.

As stated in the Act, the purpose of this funding:

“.... is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by —

- building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting the standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
- conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;
- providing technical assistance that—
 - promotes leadership, initial preparation, and professional development at the state and local levels; and
 - improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and

- providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

Career and technical education programs, as recognized by the State Board of Education/State Board for Career and Technical Education or the Nevada System of Higher Education, are those programs that include **a sequence of courses** that provide individuals with the academic and technical knowledge and skills to prepare for further education and for careers in current or emerging employment sectors that may or may not require a baccalaureate, master's or doctoral degree. Such programs must include competency-based and applied learning that contributes to the student's development of academic knowledge and technical and occupational-specific skills.

The definition of career and technical education student is a student who is enrolled in a state approved CTE course within a state approved CTE program of study.

B. Eligible Recipients

Eligible recipients are local educational agencies that serve secondary students enrolled in career and technical education programs and have administrative control and responsibility for the direction of public elementary and secondary schools legally authorized to provide public education for grades K-12, or any other public agency having administrative responsibility for career and technical education programs. In Nevada, the eligible recipients for the secondary portion of the local formula funds are the sixteen school districts and state-approved charter schools that provide secondary career and technical education programs.

Eligible recipients also include postsecondary institutions that have administrative control and responsibility for the direction of public postsecondary education and are legally authorized to provide public education at the postsecondary level in Nevada. In Nevada, the eligible recipients for the postsecondary portion of the local formula funds are the four community colleges that provide postsecondary career and technical education programs.

C. Amount of Funding Available

Local Fund Allocations – Secondary Education Agencies

The amounts are based on 5-17 populations and poverty rates, and are subject to the receipt of funding from the Federal appropriations made for this Act. Secondary agencies receive 68% of the local funds, less the amount set aside for the reserve fund allocation.

Note: The FY'16 Basic Grant formula fund amounts for secondary education agencies are based on the estimated allocation for Nevada as determined by the U.S. Department of Education. Please use the amounts listed in the separate allocation tables for budgeting purposes.

Local Fund Allocations – Postsecondary Education Agencies

The amounts are based on the Pell Grant counts as reported by the Nevada System for Higher Education. The amount allocated is 32% of the total local funds, less the amount set aside for the reserve fund allocation.

Note: The FY'16 Basic Grant formula fund amounts for postsecondary education agencies are based on the estimated allocation for Nevada as determined by the U.S. Department of Education. Please use the amounts listed in the separate allocation tables for budgeting purposes.

D. Performance Indicators

The State is required to establish a performance accountability system to assess the effectiveness of the State in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities. The Nevada Department of Education will prepare and distribute reports summarizing the State's secondary and postsecondary performance on each of the core indicators. These reports include a district-by-district or college-by-college breakdown of performance on each of the indicators.

The specific indicators will be discussed specifically in a following section. At the secondary and postsecondary levels, they include indicators on technical skill attainment, school completion, placement upon completion, and participation and completion of nontraditional program areas. Secondary indicators also include graduation rates and academic achievement in reading/language arts and mathematics.

All eligible recipients will be required to report performance indicator results to the State. Consequently, an accountability system must be in place that supports the evaluation of the programs, services, and activities funded under this plan and which provides such information as is needed to clearly indicate progress in meeting the performance indicators. All agencies who are receiving assistance from the Perkins Act of 2006 sign assurances in their grant application regarding evaluation and local program improvement plans. Future funding will be contingent on continuous program improvement and agencies will be required to implement improvement plans if performance indicators are not met.

II. Submitting the Application

A. Application Package

1. Each agency must submit **one** application with a complete set of original signatures and two copies of the application. All applications for secondary education must be signed by the school district superintendent or designee; applications for postsecondary education must be signed by the college president or designee. Faxed applications will not be accepted. **Note: Please send two original signed applications if the agency requires an original signed copy for their records.**

2. **The application must be submitted in the format and order as shown in the application requirements starting with Local Administration in Part III.** The cover page must be shown as the first page of the application.
3. Failure to follow the format and directions provided may result in the application not being accepted or in delay of review and approval.
4. Items requiring original, authorized signatures are listed below and may be found in Appendix A:
Cover page
Assurances
Certifications
Budget Forms
5. All required sections are **bolded**.
6. The application must be **single-sided, paginated, and stapled or clipped** in the upper left-hand corner. Pages must be **standard 8 1/2" x 11" paper**.

B. Mailing Address

Mail the original and copies to:

Michael J. Raponi, Director
Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701-5096

C. Application Deadline

The application must be received by **5:00 p.m. on May 22, 2015** to be eligible for funding.

D. Information

For additional information or technical assistance, contact the Office of Career Readiness, Adult Learning & Education Options at the Department of Education at (775) 687-7300.

III. Application Requirements

Note: A checklist in **Appendix A** shows the order to submit the required information and forms. All applications must be submitted in the prescribed order.

A. Local Administration

Background

There is a restriction on the amount of funds used for administrative purposes. No more than five percent (5%) of the total allocation received by an eligible agency may be used for administration. This amount will include any approved indirect costs identified on the budget summary.

Application Requirements:

1. **Cover page:** Use the required cover page as the first page of the application and include all requested information and signatures. (Appendix A)
2. **Assurances:** Use the required assurances pages and be certain the appropriate signatures are complete. Assurances will be a part of future monitoring and compliance accountability. (Appendix A)
3. **Certifications:** Complete the Certifications Regarding Lobbying; Debarment, Suspension and other Responsibility Matters; and Drug-Free Workplace Requirements. (Appendix A)
4. **Budget Summary:** Complete one budget summary for the entire application. The budget summary must include an authorized signature and date. (Appendix A)
5. **Budget Detail:** The budget detail must describe all proposed expenditures by object and sub-object code, whereby the totals match the amounts in the object and sub-object codes on the budget summary. For those agencies receiving more than \$50,000 in funding, provide one budget detail for each primary CTE program and service area (i.e., business education, special populations). All proposed equipment and items of value must be itemized on the budget detail and include the proposed location(s) for purchases. It is not necessary to itemize supply items. For example, if \$1,000 is budgeted for supplies, an overall description in the budget narrative is sufficient. (Appendix A)

Any proposed out-of-state travel must be fully described and itemized in the budget detail.

6. **Funding Priority and Project Narrative:** Each application must include a description of the proposed funding priorities(s) and supporting project(s) using the format provided in the appendix. More than one project may be submitted for a funding priority and more than one priority may be selected for funding. Complete one "Form A" for each project. The

description must be thorough and include the following: (1) Identify the funding priority; (2) State the program/service/project name; (3) Identify the selected site(s); (4) Complete a narrative (up to two pages) to include a clear description of the proposal; (5) List the objectives and proposed outcomes; (6) List a timeline for completion.

Note: The narrative section of Form A may be up to 2 pages in length. This page limit does not include the space needed for other portions of the Form A, such as objectives and timelines.

7. **Budget Narrative:** Provide a budget narrative “Form B” for each project describing expenditures by budget category. For example, if funds are budgeted for supplies for a selected program, describe what the supplies are and how they will be used to develop or expand the program. **Staffing:** Describe the number of staff devoted to the project and their professional preparation. The sub-grant recipient must identify the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log). Include a sample activity log if necessary.
8. **Staffing:** Describe the number of staff devoted to the project and their professional preparation. The subgrant recipient must identify the full-time equivalency (FTE) of each position supported with federal funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives funded by the Carl Perkins Act will be accounted for (i.e., personnel activity report or time log).

If a salary is funded wholly by the Carl Perkins Act for one cost objective (i.e., program related activities), the recipient must provide assurance that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the subgrant from which the position is funded.

If a salary is funded wholly by the Carl Perkins Act for more than one cost objective (i.e., program-related activities and administration), describe how the time allocated for each cost objective funded by the Carl Perkins Act will be accounted for (i.e., personnel activity report or time log).

9. **Appeals Procedure:** Provide a copy of the procedure or policy by which the agency would process an appeal to decisions made in the local plan. The procedure or policy should describe the steps involved in processing an appeal or dispute with respect to the local plan; the appeals procedure must specifically address how an appeal to the local plan would be processed.

B. Local Planning, Coordination, and Collaboration

Background:

Recognizing that there are many educational reform efforts converging to adequately prepare students, it is essential that the funds provided under this Act work in harmony with both local agency missions and goals as well as with other federal and state initiatives related to education and career development. Specifically, local agencies must demonstrate how strategic planning to improve career and technical education occurs. School districts must describe how program development and program improvement initiatives funded by the Perkins Act are integrated with district-wide and site-base school improvement plans governed by Nevada Revised Statute (NRS) 385.34691. Colleges must describe how program development and program improvement initiatives funded by the Perkins Act are integrated with college-based strategic plans.

Collaboration in the development of local plans must also occur. Agencies must demonstrate how collaborative decision-making occurred and how the local plans were presented to advisory committees for input and guidance.

Application Requirements:

1. Provide a description of how funding under this application will support the local agency's mission and goals.

Secondary Application Requirements: The application must describe how the local plan for career and technical education is integrated with and supports the site-based and district-wide improvement plans, as governed by Nevada Revised Statutes 385.34691. Provide excerpts from the district's improvement plan to support the verification. *(Two pages or less)*

Postsecondary Application Requirements: The application must describe how improvement and development strategies for career and technical education are integrated with and supports the college's strategic plan. Provide excerpts from the college's strategic plan to support the verification. *(Two pages or less)*

2. Describe the ways in which funding under this application will further enhance other federal or state initiatives. *(One page or less)*
3. Describe how parents, students, teachers, and representatives of business and industry, labor organizations, and special populations, including alternative education, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this funding. Provide documentation such as letters of review from stakeholders, advisory groups, and directors of programs for special populations, including alternative education programs, where applicable. Include how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of the funding.

Describe the role of the local advisory committee in the planning and development of the local plan. The cover page signature of the advisory committee chair validates the committee's endorsement of the local plan. *(One page or less)*

4. Provide an abstract that summarizes (1) the high-wage, high-skill, or high-demand career and technical education programs available through the agency and (2) the primary area(s) of need for which funds under this application will be targeted. *(Two pages or less)*

C. Uses of Funds

Background:

The Carl D. Perkins Act requires that each eligible recipient that receives funds uses such funds to improve career and technical education programs. Funds made available to eligible recipients shall be used to support career and technical education programs according to the priorities listed below. The application must include a similar description for selected permissible uses, if applicable.

Application Directions:

The descriptions provided under each required area must be written as a comprehensive strategy to improve career and technical education, and not geared toward just one program or toward those programs selected for funding. All applications must provide strategies for each of the requirements listed below, to include timelines and anticipated outcomes.

Requirements for Uses of Funds

1. Funding Priority: Program Completion and Earning of Credentials

Program completion is defined at the secondary level for students who complete a core-course sequence in a CTE program of study. Students who complete the core course sequences and pass state assessments for technical- and employability-skill attainment qualify for the State Certificate of Skill Attainment and CTE Endorsement on the Diploma. These credentials further qualify students for CTE College Credit (articulated postsecondary credit).

Program completion is defined at the postsecondary level for students who complete a sequence of courses preparing them to earn an industry certification approved by the Nevada System of Higher Education, earn an approved Certificate of Achievement, and who earn an associate degree.

Secondary Application Requirements: Describe how resources will be targeted to increase program completion, especially at high priority schools and for student populations most in need, and for other students who may not have access to CTE programs of study. Describe the current status of program completion rates and establish goals/objectives for increasing those outcomes.

Postsecondary Application Requirements: Describe how resources will be targeted to increase program completion by the measures described above, especially for those programs

aligned to the highest priorities for local, regional, and/or state economic and workforce development needs.

Allowable uses of funds may include: Resources to develop and implement programs and services to improve student outcomes related to earning secondary and postsecondary credentials for program completion. Strategic planning and program design to target funds for highest need student populations and programs that support economic and workforce development needs.

2. Funding Priority: Development and Implementation of Programs of Study

The program of study elements include: (1) secondary and postsecondary elements; (2) coherent and rigorous content aligned with academic standards and relevant career and technical content that aligns secondary and postsecondary education to prepare students to succeed in postsecondary education; (3) opportunities to earn postsecondary credit while in secondary education; and (4) leads to an industry-recognized credential/certificate, associate degree, or baccalaureate degree. Articulation agreements must exist for all eligible programs.

The State CTE Course Catalog provides a listing of courses and recommended course sequences to ensure delivery of state standards. School districts and schools are called upon to align courses and course sequences with those in the Catalog. Postsecondary institutions are called upon to align courses and programs to NSHE approved program completion points that include (1) coursework completion aligned to approved industry certifications; (2) certificates of completion; and (3) associate degrees.

Secondary Application Requirements: Describe strategies to organize all CTE courses in programs of study that lead to postsecondary education terminating with an industry credential, certification or degree. Include at least one example program of study that represents all programs in the district. If that work has not yet been completed, describe how a program of study template will be developed and include a timetable for development and implementation.

Describe strategies to implement and maintain programs of study at the site level, to include professional development and other support for site-level personnel.

Describe programs and local curricula that are or will be developed at each school in accordance with state CTE standards and the Nevada CTE Course Catalog. If full course sequences are not fully implemented, describe strategies to develop them with an anticipated timeline.

The description may include a matrix showing the programs and the status of the local curricula (i.e., fully developed, partially developed, or not developed).

Describe how local programs will be monitored, reviewed and/or assessed to determine the level at which state standards are implemented.

Postsecondary Application Requirements: Provide detailed strategies to organize all articulated CTE courses in programs of study that support those developed at the school district

and high school levels. The programs of study must show exit points that include certificates of achievement, industry certificates or credentials, and/or associate and baccalaureate degrees for selected programs.

Secondary and Postsecondary Application Requirements: Provide a list of current articulated programs and a list of those programs not yet articulated, along with strategies to ensure all eligible programs are articulated within a reasonable timeframe. Describe how the secondary agency and postsecondary agency will collaborate to develop comprehensive programs of study.

Allowable uses of funds may include: Staffing to organize and write programs of study; professional development and staff training; career counseling and guidance support; resources to support secondary-postsecondary collaboration efforts; resources to support business and industry engagement.

3. Funding Priority: Improve the Technical Skill Attainment of CTE Students

Technical skill attainment is what distinguishes CTE from other disciplines. Development of valid and reliable assessments of technical skills is one of the primary goals in Perkins IV and in Nevada's Five-Year State Plan. End-of-program assessments based on state standards are under development for CTE programs.

Secondary Application Requirements: Technical skill attainment in secondary education is measured according the numbers of students who complete a state-approved sequence of courses and who pass a state end-of-program technical assessment.

Describe how the district will improve CTE program completion rates and participate in the state system for technical assessments. The application must identify action steps to demonstrate progress towards aligning programs with standards, industry certifications and other postsecondary credentials.

Postsecondary Application Requirements: Describe how all CTE programs align with industry certifications and credentials. Describe how student achievement of all existing "exit points" within a program is measured. Describe how valid and reliable assessments are used to measure skill attainment. Develop a plan or demonstrate how measures of skill attainment for the purposes of demonstrating student outcomes may be enhanced. What innovative strategies may be developed and employed to increase the levels of accountability measuring student attainment of technical skills? Provide clear strategies for selected programs.

Allowable uses of funds may include: Support services to analyze and make recommendations to enhance and measure the levels of skill attainment, where needed; assessment instruments; resources to expand business and industry involvement in the development of programs, the review of programs, and the analysis of program effectiveness; instructional resources, supplies, items of value and equipment in direct support of state skill standards and industry requirements, with a priority placed on those resources that improve and enhance the use of technology.

4. Funding Priority: Improve the Academic Achievement of CTE Students

The goal of improving the academic achievement of career and technical education students is stated clearly throughout Perkins IV and Nevada's State Plan. To accomplish that goal, strategies must be developed and properly implemented to: (1) integrate academic learning in CTE; (2) provide support services as needed to improve student performance; (3) provide professional development for teachers and college faculty.

Secondary Application Requirements: Academic achievement is measured for secondary and postsecondary CTE students for mathematics and English language arts. Identify at least five clear, concise strategies to improve student performance in mathematics and English language arts. The first priority for the strategies must be to address performance indicator results where the approved state-adjusted levels of performance were not met according to the latest results available. Additional priorities must describe specific strategies to improve performance in other areas as determined by the local agency for local sites. The application narrative must address specific strategies designed for local sites.

Emphasize strategies that promote the integration of coherent and rigorous academic standards in career and technical education curricula. The plans must demonstrate how academics are integrated, following the academic crosswalks in the state skill standards (secondary education). Agencies may establish "academic review teams" to review curricula to ensure academics are integrated and taught to the extent possible in career and technical education courses. Describe specific strategies for special populations.

Describe specific strategies designed to increase student enrollments in rigorous academic subjects as part of career and technical education program of study.

Secondary and Postsecondary Application Requirements: Provide a description of how all students who participate in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

Describe how the integration of academics in CTE programs will be strengthened. Strategies include how teachers are trained to integrate academics; how locally-developed curricula integrate academics based on the state skill standards; how coordination occurs between the CTE program and academic programs. Essentially, local plans must demonstrate how academics are integrated in CTE programs, not just those selected for funding, and how the integration of academics will be reviewed/assessed.

Allowable uses of funds may include: Staffing to develop and implement academic integration plans; evaluation services to determine current levels of academic integration in selected programs; research of best practices; resources to support collaboration among academic and CTE teachers; professional development and staff; instructional resources, supplies and items of value in direct support of improving academic learning.

5. Funding Priority: Improve the Employability Skill Attainment of CTE Students

For secondary education, the integration of the State Standards *Employability Skills for Career Readiness* is required for all CTE programs. Demonstration of student proficiency for the employability skills is required for all program completers, (i.e., students who complete a course sequence in the State CTE Course Catalog).

Secondary Application Requirements: Describe efforts to improve the level of employability skill attainment according to the new state standards. Describe how the district will plan to implement the standards in all CTE programs.

Postsecondary Application Requirements: Describe how employability skills are integrated into postsecondary programs and how attainment of employability skills is determined.

Allowable uses of funds may include: Resource development and professional development to implement employability skill standards and measures for student outcomes.

6. Funding Priority: Improve and Expand CTE Programs

Program eligibility is determined by size, scope and quality requirements shown below, as prescribed by the Act. Programs not meeting essential size, scope and quality requirements are not eligible for Perkins funds. New programs must be designed such that they meet the size, scope and quality requirements. New programs should also align with regional and state economic development efforts, especially with the sectors described in the Governor's State Plan for Economic Development. For each selected program, describe how requirements are met for program size, scope and quality and all aspects of the industry.

Program Size – Eligible programs must include a sequence of no less than two courses. Eligible programs must include sufficient capacity to accommodate student enrollment, to include appropriate workstations, floor space, etc. An appropriate level of resources, such as computers, software, and tools, should be available to accomplish course objectives. The staffing must be adequate to serve a reasonable student – teacher ratio that accounts for quality instruction and a safe learning environment. A student – teacher ratio of 25:1 should not be exceeded, if at all possible.

Program Scope – Eligible programs must have a developed curriculum aligned with state and/or industry standards. As mentioned above, programs must include a minimum of two sequenced courses. Courses must be articulated to postsecondary programs. (Those programs not articulated may be eligible for support if articulation is a primary objective of the funding.) The curriculum to cover the full breadth of its subject and maintain continuous relevance to the workplace. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught. Programs must be designed as programs of study.

Program Quality – The eligible program must demonstrate the ability to teach students the workplace standards, competencies, and skills necessary for them to practice careers within their chosen field and succeed in postsecondary education, while at the same time supporting a high level of student achievement in core academics. The State’s Program Quality Criteria is to be used by local agencies to determine program improvement needs.

“All Aspects of the Industry” means providing students with a comprehensive understanding of the industry that the individual is preparing to enter, from the most basic to the most advanced. The eight areas typically identified with teaching students all aspects of the industry include the following:

- Community Issues – the impact of the enterprise and the industry on the community and the community’s impact on an involvement with the enterprise;
- Technical and Production Skills – specific production techniques
- Underlying Principles of Technology – mathematical, scientific, social, and economic principles that underlie the technology;
- Finance – primary accounting and financial decisions; methods for raising capital to start or expand an enterprise;
- Health, Safety and Environmental Issues – in relation to employees and the local or regional community;
- Management – methods typically used to manage related enterprises; methods for broadening worker involvement in decisions;
- Planning - health and safety issues;
- Labor Issues – worker rights and responsibilities; labor unions and history of expanding workers’ rights and roles.

Describe how local program curricula will include learning objectives and/or standards to support learning in all aspects of the industry. Describe how students will have access to work-based learning opportunities. Also, describe strategies to implement instruction in employability skills, as identified in state skill standards.

Secondary and Postsecondary Application Requirements: Describe how funds will be used to support program development, expansion, and/or improvement that increase the quality of career and technical education programs. Describe how selected programs meet the size, scope and quality requirements shown at the beginning of this section.

This requirement allows recipients to purchase supplies and equipment to develop, expand, and improve programs. However, such purchases must clearly be tied to larger strategies that encompass comprehensive program improvement. Equipment purchases should be tied to program improvement to integrate academics, implement the competencies in the state skill standards, professional development, developing programs of study, etc. Such purchases should also be tied to helping sites meet the Program Quality Criteria.

Describe efforts to recruit and retain career and technical education teachers, faculty, and career guidance counselors, including individuals in groups underrepresented in the teaching

profession. Describe efforts to improve the transition to teaching for qualified individuals from business and industry.

Allowable uses of funds may include: Professional development; curriculum development; equipment and supply purchases directly tied to program and industry standards; instructional resource materials.

** The application must demonstrate how all proposed items of value (\$1,000 or more) and equipment purchases are aligned with industry and state skill standards. Equipment purchases (\$5,000 or more) must include a description of student outcomes.*

7. Funding Priority: Serve Special Populations Students

Provide activities to prepare special populations, who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. Special populations are defined as the following: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including foster children; (3) individuals preparing for non-traditional fields; (4) single parents, including single pregnant women; (5) displaced homemakers; (6) individuals with limited English proficiency.

Secondary and Postsecondary Application Requirements: Describe strategies that will be utilized to assure that individuals in special populations groups are prepared for high-wage, high-skills, or high-demand occupations. For each category of special populations, describe how barriers to ensure the full participation of special populations will be identified and removed. (Refer to appendix D.) Describe how special populations will be served to meet the criteria of the performance indicators in Section H.

The State of Nevada will be held accountable for meeting two performance indicators related to student participation in and completion of programs that lead to **nontraditional employment and training**. A list of programs that are identified as leading to nontraditional training and employment is included in Appendix D.

This section provides an opportunity to identify strategies and activities that impact a broader agency or district level. Each applicant must submit a plan describing how the agency will increase the ratio of male and female students in programs that lead to nontraditional employment and training.

Allowable uses of funds may include: Professional development; curriculum development; equipment and supply purchases directly tied to program and industry standards; instructional resource materials.

8. Funding Priority: Professional Development

Provide professional development programs to teachers, guidance counselors, and other staff who are involved in career and technical education program development, standards based curriculum development and academic integration activities.

Secondary and Postsecondary Application Requirements: Each agency must develop a comprehensive professional development program that accomplishes the following:

- Promotes the integration of coherent and rigorous academic standards in career and technical education curricula. The plans must demonstrate how academics are integrated according to the academic crosswalks in the state skill standards (secondary education). Agencies may establish “academic review teams” to review curricula to ensure academics are integrated and taught to the extent possible in career and technical education courses;
- Establishes professional development programs that are high-quality, sustained, intensive, and focused on instruction. Describe how professional development is continuous from one year to another;
- Encourages applied learning that contributes to the academic and career and technical knowledge of the student;
- Provides the knowledge and skills needed to work with and improve instruction for special populations.

Allowable uses of funds may include: Travel costs; consultant fees; instructional resources; other costs that may be associated with professional development.

9. Funding Priority: Program Evaluation

Develop and implement evaluation of career and technical education programs, including an assessment of how the needs of students from special populations groups are being met.

Secondary and Postsecondary Application Requirements: Provide specific strategies to evaluate program effectiveness. Strategies should include overall program reviews using the site based Program Quality Criteria instrument and specific evaluation strategies that employ student outcomes as measured by performance indicators results. Describe evaluation design strategies, if applicable and where needed.

Allowable uses of funds may include: Travel costs; consultant fees; instructional resources; other costs that may be associated with professional development.

10. Funding Priority: Business and Industry Involvement

Career and technical education needs the support of business and industry, and business and industry needs the support of career and technical education. Beyond requirements for technical advisory committees, support and involvement of business and industry should be enhanced as much as possible to keep programs current, develop partnerships for internships and other forms of work-based learning, and to ensure a “pipeline” is maintained to support student placement in high-wage, high-skill and high-demand occupations. This section may also incorporate the *all aspects of the industry* elements shown above.

Secondary and Postsecondary Application Requirements: Describe strategies to analyze the existing levels of business and industry involvement and ways to increase that involvement

particularly as it relates to standards implementation, efforts to develop and implement programs of study, and program certifications/credentials. Describe strategies to align programs with state and regional economic development efforts, especially the sectors described in the Governor's State Plan for Economic Development.

Allowable uses of funds may include: Associated costs to enhance business and industry involvement, such as coordination and outreach, recruitment, and advisory meeting coordination.

Permissible Uses of Funds:

Funds may be used for one or more of the following permissible uses of funds as defined by the Act. In the response for any selected permissible use, identify the activities, timeline, and evaluation strategies.

1. Involvement of parents, businesses and labor organizations in the design, implementation and evaluation of programs.
2. Provide career guidance and academic counseling for CTE students to improve graduation rates and to provide information on postsecondary education and career options.
3. Development of local education and business partnerships, including work-based experiences for students and industry experience for teachers and faculty.
4. Provide programs for special populations.
5. Assist career and technical education student organizations (CTSOs).
6. Mentoring and support services.
7. Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications, to strengthen and support academic and technical skill achievement.
8. Teacher preparation programs.
9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including distance education.
10. Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling, and other initiatives to overcome barriers and encourage enrollment and completion.
11. Providing activities to support entrepreneurship education and training.
12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations.
13. Developing and supporting small, personalized career-themed learning communities.
14. Providing support for family and consumer sciences programs.
15. Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields.
18. Providing support for training programs in automotive technologies.
19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.

20. Supporting CTE activities consistent with the purpose of the Act.

D. Program, Service, and Site Selection

Background

The Carl D. Perkins Act requires that each eligible recipient that receives funds use such funds to improve career and technical education programs and services that prepare students for high-wage, high-skill, or high-demand occupations. Use the labor market information provided in Appendix C, or other valid local or regional labor market information to identify and select programs for funding. Describe any collaboration with the industry sector councils that provides guidance and direction. Use this section as needed to describe specific goals, objectives, timelines etc. for funding directed specifically to a program or service not fully described in Section C Uses of Funds.

Application Directions

Each agency must identify the career and technical education programs and services for which funding is being requested through this application and describe the rationale and process used to prioritize the selected programs and services. For selected programs and/or services, the following must be provided:

- Overall description of program(s) or service(s) proposed for funding
- Description of the process used to identify and select site(s), if applicable
- Description of how workforce- and economic-development information influenced the priorities and projects selected for funding
- Overall description of evaluation strategies

E. State Requirements

Background

State requirements in either Nevada Revised Statute (N.R.S.) or Nevada Administrative Code (N.A.C.) exist to provide additional governance for career and technical education programs. State requirements also include mandates from recent legislation and/or policies set forth by the Board of Education and Board of Regents. The program quality criteria in the state-approved *Career and Technical Education Lifelong Learning Initiative* provides additional requirements and other guidance to help local agencies focus and direct program improvement efforts.

Application Directions

1. Advisory Committees

Advisory committee requirements are fully described in the *CTE Advisory Committees - Policy and Guidance Handbook for Secondary and Postsecondary Education*. Please reference the Handbook for information about the different types and levels of committees.

Secondary Application Requirements: Describe the structure for the district's Advisory Technical Skills Committee, following the requirements of NRS 388.385 and as described in the Handbook. Describe how the committee oversight committee is structured and how the Committee provides guidance for the development and implementation of high quality CTE programs. Include a current membership list (including identification of each member's affiliation and identification of the committee chair, a non-agency representative); an assurance the committee will meet no fewer than three times per year; a description of how committee meeting records are maintained; and a description of the committee involvement in the development of local plans for career and technical education, including grant application objectives and budgets.

The membership requirements for each advisory technical skills committee, as per AB 388, are shown below.

- Business and industry representatives
- Employees of the school district who possess knowledge and experience in CTE
- Pupils enrolled in the school district
- Parents/legal guardians of pupils enrolled in the school district
- Postsecondary staff with experience in CTE
- Other interested persons

Describe the implementation of program-level industry committees, if applicable.

Postsecondary Application Requirements: Describe how program level industry committees are active and functional for postsecondary education programs for the purposes of industry standards, certifications, professional development, and work-based learning opportunities. These committees must help ensure and validate that relevant skills are taught. Although program-level industry committees may be site or program specific, they should involve secondary and postsecondary programs wherever possible.

Secondary and Postsecondary Application Requirements: Describe the structure for joint technical advisory committees **where a college is located within a school district**. Describe how these committees meet at least annually to review the skills and competencies taught in the secondary and postsecondary CTE program, as described in the Handbook and NAC 389.810.

2. CTE College Credit and Dual Credit Programs

The State has established policies and procedures to implement statewide articulation agreements so secondary students may earn postsecondary credit through their high school

CTE coursework and program completion status. To earn such credit, students must pass the state CTE core course sequence with a 3.0 grade-point average, pass the related end-of-program technical assessment, and pass the Workplace Readiness assessment for employability skills. Students meeting these criteria will earn a Certificate of Skill Attainment and CTE endorsement on the diploma that will qualify them for the CTE College Credit.

Dual credit programs are provided by the colleges where high school students enroll in CTE courses taught by college faculty.

Secondary Application Requirements: Describe promotional efforts to disseminate information about statewide articulation agreements as the agreements are developed and posted. Describe strategies to ensure all CTE instructors and guidance counselors are fully aware of the CTE College Credit and opportunities for students to earn the credit.

Postsecondary Application Requirements: Describe promotional efforts to disseminate information about established agreements for CTE College Credit and how students can “fast-track” to postsecondary credentials.

Describe strategic efforts to maintain and establish CTE dual credit programs, especially for those career paths where it is not feasible or cost-effective to develop and implement secondary programs.

3. Rural Participation

To share resources, urban school districts are required to support the participation of staff in rural Nevada in the development phase and/or professional development activities supported by Carl D. Perkins Act funds in urban school district.

Secondary Application Requirements: Provide an assurance that supports the participation of staff in rural Nevada in program development, professional development, or other activities funded by the Act.

4. Career Guidance and Counseling

Effective September 1, 1992, Nevada has implemented a requirement for a course of study for career guidance and counseling in every district in the state. This course of study is outlined in NAC 389.51 (high school) and 389.39 (middle school). As such, any agency (K-12) funded from this Act must be in compliance with that statute.

Secondary Application Requirements: Describe how the state requirements for career guidance are implemented in the school district.

Postsecondary Application Requirements: While there is no requirement for career guidance and counseling at the postsecondary level, it is recommended that each eligible agency provide the following components of a career guidance and counseling program.

- (a) CTE College Credit (articulated credit) program promotion, staff training and materials to be delivered to secondary schools grades 7 – 12;

- (b) Career assessment, guidance and education planning models and programs to serve students who are career and technical education students;
- (c) Access to instruction for use of the Nevada Career Information System (NCIS);
- (d) Articulation policies with local secondary school comprehensive guidance programs;
- (e) Information to students with special needs about career opportunities;
- (f) Establishment of networks, agreements and relationships with business and industry to facilitate adult school-to-work transitions;
- (g) Information to students with special needs regarding high-skill, high-wage, or high-demand career opportunities;
- (h) Information concerning the benefits of nontraditional careers for women and men;
- (i) Establishment of a Career Resource Center;
- (j) Promotion of occupational education to students, business and industry and the community at large;
- (k) Placement services and activities for students who have successfully completed occupational education programs;
- (l) Programs to assist students with financial aid applications; and
- (m) Evaluation of the effectiveness of career and occupational guidance and counseling programs.

F. Performance Indicators

Background

All applications must provide plans to raise the level of performance to meet or exceed all state adjusted levels of performance for 2015-16*, according to the instructions following each performance indicator in the following sections.

** The state-adjusted levels of performance for 2015-16 for all performance indicators are under negotiation with the U.S. Department of Education at the time of release for this application. The final performance levels will sent to all agencies under separate cover.*

Application Directions:

Please provide a response to the questions and directions listed after each performance indicator that applies to the level of your agency (secondary or postsecondary). In responding to these items, please note the following definitions of various types of CTE students that are used in the performance indicators.

Secondary CTE Enrollee – A secondary student enrolled in any career and technical education CTE program regardless of credits earned.

Secondary CTE Participant - A secondary student who has completed a minimum of one (1) credit in any career and technical education CTE program area.

Secondary CTE Concentrator—A secondary student who has completed a minimum of two credits in any career and technical education CTE program area.

Secondary CTE Completer—A secondary student who has completed an end of sequence course in a CTE program of study.

Postsecondary CTE Participant—A postsecondary student who has completed a minimum of one (1) credit in any CTE program area.

Postsecondary CTE Concentrator— A postsecondary student that completes at least 12 CTE credits within a program area that is comprised of 12 or more technical units and leads to a credential, including a degree, college-issued certificate of achievement or completion, or an industry certification OR a student that has completed 12 credits and has declared a certificate- or a degree-program.

Secondary Education Performance Indicators

1S1. Secondary Academic Attainment—Reading/Language Arts

The percentage of eligible CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessments.

2013-2014 State Level of Performance Target: 84.75%

2014-2015 State Level of Performance Target: 84.75%

2015-2016 State Level of Performance Target: TBD

- a) Using the results of this performance indicator, did your agency meet the state adjusted level of performance in 2013-2014?
- b) If your education agency did not meet the state adjusted level of performance in 2013-2014, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency met the state adjusted level of performance for this indicator, please describe what strategies you will employ to meet or exceed the state level of performance target for 2015-16.

1S2. Secondary Academic Attainment—Mathematics

The percentage of eligible CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment.

2013-2014 State Level of Performance Target: 84.00%

2014-2015 State Level of Performance Target: 84.00%

2015-2016 State Level of Performance Target: TBD

- a) Using the results of this performance indicator, did your agency meet the state adjusted level of performance in 2013-2014?
- b) If your education agency did not meet the state adjusted level of performance in 2013-2014, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency met the state adjusted level of performance for this indicator, please describe what strategies you will employ to meet or exceed the state level of performance target for 2015-16.

2S1. Secondary Technical Skill Attainment

Percentage of CTE completers who have passed a state-approved end-of-program technical assessment.

2013-2014 State Level of Performance Target: 45.00%

2014-2015 State Level of Performance Target: 45.00%

2015-2016 State Level of Performance Target: TBD

- a) Using the results of this performance indicator, did your agency meet the state adjusted level of performance in 2013-2014?
- b) If your education agency did not meet the state adjusted level of performance in 2013-2014, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency met the state adjusted level of performance for this indicator, please describe what strategies you will employ to meet or exceed the state level of performance target for 2015-16.

3S1. Secondary School Completion

Percentage of senior CTE completers who earn an advanced, standard, or adult diploma, earn a GED through a secondary program run by the secondary LEA, earn an adjusted high school diploma, or earn a high school diploma with a CTE endorsement.

2013-2014 State Level of Performance Target: 92.00%

2014-2015 State Level of Performance Target: 92.00%

2015-2016 State Level of Performance Target: TBD

- a) Using the results of this performance indicator, did your agency meet the state adjusted level of performance in 2013-2014?
- b) If your education agency did not meet the state adjusted level of performance in 2013-2014, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency met the state adjusted level of performance for this indicator, please describe what strategies you will employ to meet or exceed the state level of performance target for 2015-16.

4S1. Secondary Student Graduation Rates

Percentage of CTE completers who, in the reporting year, were included as graduated in the State's computation of its graduation rate.

2013-2014 State Level of Performance Target: 68.00%

2014-2015 State Level of Performance Target: 71.00%

2015-2016 State Level of Performance Target: TBD

- a) Using the results of this performance indicator, did your agency meet the state adjusted level of performance in 2013-2014?

- b) If your education agency did not meet the state adjusted level of performance in 2013-2014, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency met the state adjusted level of performance for this indicator, please describe what strategies you will employ to meet or exceed the state level of performance target for 2015-16.

5S1. Secondary Placement

Percentage of CTE completers who graduated and were placed in postsecondary education or advanced training, in the military service, or employment in the 2nd quarter following the program year in which they left secondary education.

2013-2014 State Level of Performance Target: 93.50%

2014-2015 State Level of Performance Target: 93.50%

2015-2016 State Level of Performance Target: TBD

- a) Using the results of this performance indicator, did your education agency meet the state adjusted level of performance in the 2013-2014?
- b) Acknowledge that your agency will send out follow-up surveys to CTE completers who have graduated and who have not been identified in placement by the Unemployment Insurance, the Nevada System of Higher Education, or the Department of Defense.
- c) If your education agency met the state adjusted level of performance for this indicator, please describe what strategies you will employ to meet or exceed the 2015-2016 state level of performance target.

6S1. Secondary Nontraditional Participation

Percentage of CTE participants from underrepresented gender groups who enrolled in courses from a program that leads to employment in nontraditional fields

2013-2014 State Level of Performance Target: 29.00%

2014-2015 State Level of Performance Target: 29.00%

2015-2016 State Level of Performance Target: TBD

- a) Using the results of this performance indicator, did your agency meet the state adjusted level of performance in 2013-2014?
- b) If your education agency did not meet the state adjusted level of performance in 2013-2014, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency met the state adjusted level of performance for this indicator, please describe what strategies you will employ to meet or exceed the state level of performance target for 2015-16.

6S2. Secondary Nontraditional Completion

Percentage of CTE concentrators from underrepresented gender groups who have completed a program that leads to employment in nontraditional fields.

2013-2014 State Level of Performance Target: 22.00%

2014-2015 State Level of Performance Target: 22.00%

2015-2016 State Level of Performance Target: TBD

- a) Using the results of this performance indicator, did your agency meet the state adjusted level of performance in 2013-2014?
- b) If your education agency did not meet the state adjusted level of performance in 2013-2014, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency met the state adjusted level of performance for this indicator, please describe what strategies you will employ to meet or exceed the state level of performance target for 2015-16.

Postsecondary Education Performance Indicators

1P1. Postsecondary Technical Skill Attainment

Percentage of CTE concentrators with a GPA of 2.0 or higher in their CTE courses.

2013-2014 State Level of Performance Target: 82.00%

2014-2015 State Level of Performance Target: 82.00%

2015-2016 State Level of Performance Target: TBD

- a) Using the results of this performance indicator, did your agency meet the state adjusted level of performance in 2013-2014?
- b) If your education agency did not meet the state adjusted level of performance in 2013-2014, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency met the state adjusted level of performance for this indicator, please describe what strategies you will employ to meet or exceed the state level of performance target for 2015-16.

2P1. Postsecondary Credential, Certificate, or Degree

Percentage of CTE concentrators who received an industry-recognized credential or a local or state recognized certificate or degree.

2013-2014 State Level of Performance Target: 48.00%

2014-2015 State Level of Performance Target: 48.00%

2015-2016 State Level of Performance Target: TBD

- a) Using the results of this performance indicator, did your agency meet the state adjusted level of performance in 2013-2014?
- b) If your education agency did not meet the state adjusted level of performance in 2013-2014, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.

- c) If your education agency met the state adjusted level of performance for this indicator, please describe what strategies you will employ to meet or exceed the state level of performance target for 2015-16.

3P1. Postsecondary Student Retention or Transfer

Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2-year or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous year.

2013-2014 State Level of Performance Target: 43.00%

2014-2015 State Level of Performance Target: 43.00%

2015-2016 State Level of Performance Target: TBD

- a) For CTE concentrators who are not identified as still enrolled in your educational agency or in another Nevada System of Higher Education institution, acknowledge that your education agency will send out follow-up surveys to CTE concentrators to see if they are enrolled in a postsecondary institution.

4P1. Postsecondary Student Placement

Percentage of CTE concentrators receiving a certificate or degree who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education.

2013-2014 State Level of Performance Target: 90.50%

2014-2015 State Level of Performance Target: 90.50%

2015-2016 State Level of Performance Target: TBD

- a) Acknowledge that your education agency will send out follow-up surveys to CTE concentrators who have received a certificate or degree and have left secondary education and who have not been identified as placed by the Unemployment Insurance or the Department of Defense?
- b) If your education agency did not meet the state adjusted level of performance in 2013-2014, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.

5P1. Postsecondary Nontraditional Participation

Percentage of CTE participants from underrepresented gender groups who enrolled in courses from a program that leads to employment in nontraditional fields.

2013-2014 State Level of Performance Target: 30.62%

2014-2015 State Level of Performance Target: 30.62%

2015-2016 State Level of Performance Target: TBD

- a) Using the results of this performance indicator, did your agency meet the state adjusted level of performance in 2013-2014?
- b) If your education agency did not meet the state adjusted level of performance in 2013-2014, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency met the state adjusted level of performance for this indicator, please describe what strategies you will employ to meet or exceed the state level of performance target for 2015-16.

5P2. Postsecondary Nontraditional Completion

Percentage of CTE concentrators from underrepresented gender groups who attain a Certificate of Achievement or a degree in a program that leads to employment in nontraditional fields.

2013-2014 State Level of Performance Target: 29.27%

2014-2015 State Level of Performance Target: 29.27%

2015-2016 State Level of Performance Target: TBD

- a) Using the results of this performance indicator, did your agency meet the state adjusted level of performance in 2013-2014?
- b) If your education agency did not meet the state adjusted level of performance in 2013-2014, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency met the state adjusted level of performance for this indicator, please describe what strategies you will employ to meet or exceed the state level of performance target for 2015-16.

IV. Review and Approval Procedures

A. Application Review Procedures

The Application for Funding will be reviewed by the Office of Career Readiness, Adult Learning & Education Options and other staff in the Nevada Department of Education to assure compliance with State and Federal requirements, and to ensure that all information required by the Application for Funding is adequately addressed by the applicant.

B. Criteria for Application Review and Approval

The review process will ensure that common criteria are based on the guidelines set forth in this Application for Funding and on the requirements of the Act and the State Plan. The Criteria for Application Review and Approval is provided in Appendix A.

C. Complaint and Appeal Procedures

In the event an agency is dissatisfied with any decision, such as requests for modifications or application, the eligible agency may submit a written complaint to the director of the Office of

Career Readiness, Adult Learning & Education Options. The complaint must be submitted within thirty (30) days of the date the agency received notification of the department action. Upon receipt of the letter of complaint, the director will review the complaint and will provide comment to the agency within thirty (30) days. The action taken by the state director, which includes a review conducted by state staff, shall be deemed final. Such action will be transmitted to the agency in writing.

Upon receipt of written notification of the action of the director of the Office of Career Readiness, Adult Learning & Education Options, an agency may decide to appeal the action to the State Superintendent of Public Instruction. A written request for an appeal hearing may be made in writing to the superintendent within thirty (30) days of the agency's receipt of written notification of the action taken by the Director. An administrative hearing of the appeal will be conducted within ninety (90) days from the receipt of the written request. The agency will be notified of the date and time of the hearing thirty (30) days prior to the hearing date. A written record of the hearing and a written response describing the decisions and actions of the Superintendent will be provided to the agency. The written record and responses will be transmitted to the agency within fifteen (15) days after the hearing date.

Within twenty (20) calendar days following the receipt of the department's written decision on the complaint/appeal, the agency may file a notice of the appeal with the Secretary of the United States Department of Education for final resolution. Such appeal shall be in writing and shall specify the particular points of disagreement with the decision as rendered by the Nevada Department of Education.

APPENDIX A

Required Organization of the Local Application
Application Cover Sheet
Assurances
Certifications
Budget Summary
Budget Detail
Funding Priority and Project Narrative
Project Budget Narrative
Sample Application Review Criteria
Definitions

Required Organization of the Local Application

Directions: Submit all components of the application in the following order. For some items, please refer to the designated page number in this RFA for instructions.

Application Cover Page

Complete form in Appendix A

Assurances

Complete form in Appendix A

Certifications

Complete form in Appendix A

Budget Summary

Complete form in Appendix A

Budget Detail

Complete form in Appendix A

Funding Priority and Project Narrative

Complete one form in Appendix A for each project

Project Budget Narrative

Complete one budget narrative form in Appendix A for each project

Staffing

Provide a description of all staffing according to the instructions on page 6

Appeals Procedure

Provide a copy of the agency's appeals procedure according to the instructions on page 6

Local Planning, Coordination, and Collaboration

Provide a description of planning, coordination and collaboration according to the instructions on page 7 (section B).

Uses of Funds

Provide a description for each funding priorities according to the instructions on page 8 (section C). All priorities must be addressed, regardless of the funding applied. If applicable, describe any permissive uses of funds

Program, Service, and Site Selection

Describe the program, service, and site selection process used, according to the instructions on page 17 (section D).

State Requirements

Provide a description of the state requirements according to the instructions on page 17 (section E).

Performance Indicators

Provide the required responses to the performance indicators according to the instructions on page 20 (section F).

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006
TITLE I, PART A LOCAL FORMULA FUNDS**

APPLICATION COVER SHEET

**THIS APPLICATION IS SUBMITTED FOR PROGRAM YEAR
JULY 1, 2015 THROUGH JUNE 30, 2016**

Agency: _____

Application Director: _____
(Name, position and telephone number)

(Email address)

Fiscal Manager: _____
(Name, position and telephone number)

(Email address)

**Monitoring
Coordinator:** _____
(Name, position and telephone number)

(Email address)

**Evaluation
Coordinator:** _____
(Name, position and telephone number)

(Email address)

**Accountability
Reporting
Coordinator:** _____
(Name, position and telephone number)

(Email address)

***Advisory Technical
Skills Committee:** _____
(Signature of committee chair) (Date)

(Print name of chair, organization and title)

**Application
Submitted By:** _____
(Signature of authorized representative) (Date)

(Print name organization and title)

** The review and endorsement by the Advisory Technical Skills Committee is recommended.*

ASSURANCES

General

1. Programs, services and activities included in this application will be operated in accordance with the provisions of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, as amended, and regulations pertaining thereto, the provisions of the Nevada State Five Year Plan for the Carl D. Perkins Act of 2006, effective July 1, 2008 to June 30, 2013, and any revisions approved thereafter, Department regulations, policies and procedures as promulgated by the State Board of Education/State Board for Career and Technical Education and its staff, including submission of such reports as may be required for effective administration of programs.
2. The local educational agency will assure that no funds received under this Act may be used to provide occupational education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students.
3. The local educational agency will assure that no funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major.
4. The local educational agency will assure that no funds made available under this Act will be used to mandate that any individual participate in an occupational education program including an occupational education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
5. The local educational agency will assure that all funds made available under this Act will be used in accordance with this Act.
6. The local educational agency will assure that all funds made available under this Act shall not be used to provide funding under the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act.

Grants Management and Accountability

7. The local educational agency will assure compliance with the requirements of Title I and the provisions of the transition plan, including the provisions of a financial audit of funds received under this title which may be included as part of an audit of other federal or local educational agency programs.
8. The local educational agency will assure that none of the funds expended under Title I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.
9. The local education agency will assure that maintenance of fiscal effort on either a per-student or aggregate expenditure basis is required.
10. Federal funds made available under the provisions of the Nevada State Five Year Plan will be used to supplement, and to the extent practicable, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in PL 105-332, as amended, and in no case supplant such state or local funds.
11. The local education agency will assure that funds made available under this Act for career and technical education activities will supplement, and shall not supplant, non-federal funds expended to carry out occupational education activities and tech-prep activities.

12. Funds will be used as stipulated in the Nevada State Five Year Plan and supporting documents for expenditures will be maintained for audit. Funds will not be commingled with other state and local funds and will be accounted for in a manner which will prevent loss of their identity as funds supporting specific career and technical education goals.
13. Effective and separate accounting procedures of the recipient will be employed to assure that funds from federal sources will not be commingled with state or local funds, but will be separately identified as expenditures of federal funds.
14. Fiscal control and funds accounting procedures shall be established as deemed necessary to assure proper disbursement of and accounting for federal and state funds paid to a recipient for programs and projects.
15. The fiscal and statistical records are subject to and upon request will be made available for audit by the federal government and the State of Nevada to determine whether the recipient has properly accounted for funds expended for occupational education and services.
16. Records will be kept which fully disclose the amount and disposition of federal and state funds allocated, as well as the total expenditures of funds for occupational education programs and services supplied by funds from other sources.
17. The local education agency will assure that no funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one local educational agency to another local educational agency if such relocation will result in a reduction in the number of jobs available in the local educational agency where the business enterprise is located before such incentives or inducements are offered.

Personnel

18. School district occupational instructors, counselors, supervisors, and other professional personnel involved in occupational education who participate in projects funded under P.L. 105-332 will be licensed in accordance with current Rules and Regulations established by the Commission on Professional Standards in Education.

Data Management

19. All eligible recipients participating in federal and/or state funds available, will participate in, maintain, and utilize a performance accountability system in the reporting of all career and technical education programs in the Nevada Department of Education State Accountability Information Network (SAIN); provide data required for reporting the performance measures designated by the State's performance indicators; and assure that staff involved in the accountability system receive the training necessary to maintain a quality system.
20. All eligible recipients will provide sufficient information to the State to enable the State to comply with the requirements of allocating funds to area career and technical schools and intermediate educational agencies.

Evaluation

21. Participating agencies will cooperate with and implement the performance indicators and levels of performance developed by the State Accountability Task Force and accepted by the Department of Education.
22. An assurance that the applicant will comply with reporting procedures required by the Nevada Department of Education, which will assess the progress of its career and technical education programs and will include a review of outcomes related to the approved performance indicators.
23. An assurance that the evaluation and review of programs will include the full participation of representatives of individuals who are members of special populations. This review shall be used to identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to career and technical education programs or success in such programs for individuals who are members of special populations and to evaluate the

progress of individuals who are members of special populations in career and technical education programs assisted under this Act.

24. An assurance that the eligible recipient will comply with the Department of Education's requirements for state monitoring.

Local Program Improvement Plan

25. An assurance that if the applicant determines they are not making substantial progress in meeting the performance indicators approved by the State Board, the recipient of funds will develop a plan, in consultation with teachers, parents, and students concerned, for program improvement for the succeeding school year. The plan will describe how the recipient will identify and modify programs and will include a description of career and technical education and career development strategies designed to achieve progress to improve the effectiveness of the programs conducted with assistance under this Act, and will, if necessary, develop a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

Coordination

26. An assurance that the requirements of this Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals at the Department of Education who are responsible for students who are members of special populations and will meet education standards of the State Board. With respect to students with handicaps, the supervision carried out shall be consistent with, and in conjunction with, supervision described under section 612(6) of the Individuals with Disabilities Education Act (IDEA).
27. The local educational agency will assure that funds made available under this Act may be used to pay for the costs of career and technical education services required in an individualized education plan developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education.
28. The local educational agency will assure that the portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection [Section 324(b)] shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with federal funds.

Special Needs--Equity--Civil Rights Provisions

29. Career and technical education programs/services covered by this application shall be in compliance with Title IX (Non-discrimination on the basis of sex) of the Education Amendments of 1972.
30. Career and technical education programs/services covered by this application shall be in compliance with Title VI and VII of the Civil Rights Act of 1964 as amended by the Equal Opportunity Act of 1972 and the Civil Rights Restoration Act of 1988, and the Methods of Administration for Civil Rights as required under 34 Code of Federal regulations regarding Part 100, Appendix B.
31. Program/services for disabled persons enrolled in career and technical education covered by this application shall be in compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504, of the Rehabilitation Act of 1973.
32. Career and technical education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with section 612(5)(B) of the IDEA and will, whenever appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of the same Act.

33. Students with disabilities who have individualized education programs developed under section 614(a)(5) of the IDEA shall, with respect to occupational education programs, be afforded the rights and protections guaranteed such students under section 612, 614, and 615 of the same Act.
34. Students with disabilities who do not have individualized education programs developed under section 614(a)(5) of the IDEA or who are not eligible to have such programs shall, with respect to occupational education programs, be afforded the rights and protections guaranteed such students under section 504 of the Rehabilitation Act of 1973 and, for the purpose of this Act, such rights and protections shall include making occupational education programs readily accessible to eligible individuals with disabilities through the provision of services described in number 13, above.
35. To the extent that occupational education is available to all students within a school district or postsecondary institution, training and occupational education activities will be provided to men and women who desire to enter occupations that are not traditionally associated with their sex.
36. An assurance to assist students who are members of special populations to enter occupational education programs, and with respect to students with disabilities, assist in fulfilling the transitional service requirements of section 620 of the IDEA.
37. An assurance to assess the special needs of students participating in projects receiving assistance under the Basic Grant with respect to their successful completion of the career and technical education program in the most integrated setting possible.
38. Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of special services.
39. Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.
40. An assurance that career and technical programs will be provided that: encourage students through counseling to pursue coherent sequences of the course; assist special population students to succeed through supportive services such as counseling, English-language instruction, child care, and special aids; and are of a size, scope, and quality as to bring about improvement in the quality of education offered by the school.

Parent/Student Involvement and Appeal

41. An expedited appeals procedure is established by which parents, students, teachers, and area residents concerned will be able to directly participate in state and local decisions that influence the character of programs under this Act affecting their interests; and technical assistance will be designed and provided to ensure that such individuals are given access to the information needed to use these procedures and will be notified regarding the procedure regarding complaints/appeals upon request.

State Requirements

42. The provision for advisory committees, tech prep committees, program articulation, rural participation, and career guidance and counseling, as described in the State Five Year Plan will be fully implemented, as required.
43. The agency implements the requirements for advisory committees according to NRS 388.385 and NAC 389.810 and as explained in the *CTE Advisory Committees - Policy and Guidance Handbook for Secondary and Postsecondary Education*.
44. The secondary education agency implements the requirements for career guidance and counseling according to NRS 389.180 and NAC 389.187.
45. The secondary education agency implements career and technical education programs of study according to NAC 389.800, 389.803, 389.805, 389.810, and 389.815.

46. The agency provides program articulation, rural participation, and academic integration according to the State Plan for Career and Technical Education.

(Printed Name and Title of Authorized Representative)

(Signature)

(Date)

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U. S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transaction, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal debarment or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about -

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notify the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U. S. Department of Education, 400 Maryland Avenue, S. W. (Room 33124, GSA Regional Office Building No. 3), Washington, D. C. 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

check [] if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013, 6/90 (Replaces ED80-008, 12/89; ED Form GCS-008, (REV. 12/88); ED 80-0010, 5/90; and ED 80-0011, 5/90, which are obsolete)

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conducting of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U. S. Department of Education, 400 Maryland Avenue, S. W. (Room 3124, GSA Regional Office Building No. 3), Washington, D. C. 20202-4571. Notice shall include the identification number(s) of each affected grant.

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND
VOLUNTARY EXCLUSION -- LOWER TIER COVERED TRANSACTIONS**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Department, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non procurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1)
any Federal department or agency.
- (2)

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

NEVADA DEPARTMENT OF EDUCATION

Budget/Expenditure Summary

Agency: _____ Project Number: _____

Project Name: _____ Fiscal Year: _____

Check One: Budget _____ Amendment _____ Number _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	100 Salaries			
200	200 Benefits			
300	300 Purchased Professional Services			
400	400 Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total			
600	610 General Supplies (exclude 612 in 610 total)			
	612 Non Information Technology Items of Higher Value*			
	640 Books and Periodicals			
	650 Supplies – Information Technology Related (exclude 651 and 652 in 650 total)			
	651 Software			
	652 Information Technology Items of Higher Value*			
	Other (620, 630)			
	Total			
800	810 Dues and Fees			
	890 Other Miscellaneous			
	Total			
SUBTOTAL 100 – 600 & 800				\$
Approved Indirect Costs Rate:** _____ %				\$
700	730 Equipment			
TOTAL				\$

* All items of value must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

Signature of Authorized Agency Representative

Date

Department of Education Use Only

Initial

Date Approved

Budget Detail / Supplemental Schedules

Agency _____

Project Name _____

A	B	C	D	E	F
OBJECT CODE	TITLE OF POSITION/ PURPOSE OF ITEM	PROJECT TIME (FTE)	QUANTITY	SALARY, RENTAL OR UNIT COST	BUDGETED AMOUNT

*If additional space is needed, duplicate this page and number the additional pages. All items must be explained in specific terms. All items must be named and must be directly related and necessary to the operation of the program.

Funding Priority and Project Narrative

Narrative Directions: (1) Identify the funding priority(s) and program/service/project name; (2) Identify sites to be funded; (3) Narrative (up to two pages) to include a clear description of activities and rational for each primary program/project, and include a description of student outcomes; (4) Identify objectives and expected outcomes, (5) Timeline for project completion. (**Limit the project narrative section to two pages for each primary project.**)

** Duplicate as necessary and provide the information on this page for each program/service/project.*

Funding Priority(s):
Program/Service/Project Name:
Selected Site(s):
Project Narrative: Describes the primary activities and how the project will support the funding priority(s) and include a description of how this project will improve student outcomes including program completion. Limit this narrative section to two pages for each proposed program/service/project.
Objectives and Expected Outcomes:
Timeline for Completion:

Project Budget Narrative

A budget narrative must be completed for each project. Provide a description of proposed expenses by object code. Expand/create additional pages as needed.

Object Code 100/200 Salaries & Benefits Total: \$ _____

Description:

Object Code 300 Purchased Professional Services Total: \$ _____

Description:

Object Code 500 Transportation Services, Staff Travel Total: \$ _____

Description:

Object Code 600 Supplies Total: \$ _____

Description:

Object Code 800 Dues and Fees/ Other Misc. Total: \$ _____

Description:

Object Code 700 Equipment Total: \$ _____

Description:

**Carl D. Perkins Career & Technical Education Improvement Act of 2006
FY'16 Basic Grant Local Applications**

Sample Application Review Criteria

Agency Name: _____

Application Submission

Yes No

1. Was the application received by the deadline? _____
2. Were one original and two copies submitted? _____

Application Cover Page, Assurances, and Certifications

3. Is the cover page properly completed, to include all required names and authorized signatures? _____
4. Are the assurances signed? _____
5. Are the certifications signed? _____

Budget Summary, Budget Detail

6. Is the budget summary properly completed and signed by the authorized agency representative? _____
7. Is the budget detail properly completed? _____

Funding Priority and Project Narrative(s)

8. For each funding priority and project narrative, are the funding priority, project name, and site(s) properly identified? _____
9. For each funding priority and project narrative, does the narrative fully describe the primary activities, how the funding priority is supported, and how student outcomes will be improved? _____
10. For each funding priority and project narrative, are the objectives, outcomes, and timeline for completion properly identified? _____

Project Budget Narrative

11. Is a budget narrative provided for each funding priority and project narrative, and does the budget narrative adequately describe the proposed expenditures in each category? _____

Staffing

12. If applicable, is there a full description for all staffing, according to the application requirements? _____

Appeals Procedure

13. Does the application include procedure/policy by which the local agency would process an appeal to decisions made in the local plan? _____

Local Planning, Coordination, and Collaboration

14. Does the local application describe how CTE priorities are integrated into district and site improvement plans or college strategic plans? _____

Uses of Funds

15. Is the funding priority for program completion and earning of credentials properly addressed? _____

- | | | |
|--|-------|-------|
| 16. Is the funding priority for development of implementation of programs of study properly addressed? | | |
| 17. Is the funding priority for improving technical skill attainment properly addressed? | _____ | _____ |
| 18. Is the funding priority for improving academic achievement properly addressed? | _____ | _____ |
| 19. Is the funding priority to improve the employability skill attainment properly addressed? | | |
| 20. Is the funding priority for improving and expanding CTE programs properly addressed? | _____ | _____ |
| 21. Is the funding priority for serving special populations properly addressed? | _____ | _____ |
| 22. Is the funding priority for professional development properly addressed? | _____ | _____ |
| 23. Is the funding priority for program evaluation properly addressed? | _____ | _____ |
| 24. Is the funding priority for business and industry involvement properly addressed? | _____ | _____ |
| 25. If applicable, are permissible uses of funds fully described? | _____ | _____ |

Program, Service and Site Selection

- | | | |
|--|-------|-------|
| 26. For each selected program and/or service, are the following adequately described: Overall description of program(s) or service(s) proposed for funding; description of the process used to identify and select site(s), if applicable; description of how workforce- and economic-development information influenced the priorities and projects selected for funding; overall description of evaluation strategies. | _____ | _____ |
|--|-------|-------|

State Requirements

- | | | |
|---|-------|-------|
| 27. Does the application include a description of the local structure advisory committees, according to state requirements? | _____ | _____ |
| 28. Does the application include a description to promote and implement CTE College Credit and dual credit programs for CTE students? | | |
| 29. Is there an assurance that supports the participation of staff in rural Nevada in the development phase and/or professional development activities supported by Act funds in urban areas? | _____ | _____ |
| 30. Is there a description of how the state requirements for career guidance are implemented in the school district? | _____ | _____ |

Part F. Performance Indicators

- | | | |
|--|-------|-------|
| 31. Are all performance indicators properly addressed, as per the requirements in the application? | _____ | _____ |
|--|-------|-------|

APPENDIX B

Definitions

DEFINITIONS

ADMINISTRATION - Activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under the Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.

ALL ASPECTS OF THE INDUSTRY - Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

CAREER AND TECHNICAL EDUCATION - "Career and technical education" means organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate or an associate degree, may include prerequisite courses (other than a remedial course) that meet other requirements; and include competency-based, applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

CAREER AND TECHNICAL EDUCATION COLLEGE CREDIT -

- a. Combines secondary education and postsecondary education in a non-duplicative sequential course of study;
- b. Aligns to program completion at the secondary level;
- c. Supports student attainment of postsecondary credentials to include industry certifications, certificates of achievement, and associate degrees;
- d. Strengthens the applied academic component of career and technical education through the integration of academic and technical, instruction;
- e. Provides technical preparation in a variety of career fields leading to high-wage, high-skill, and high-demand jobs;
- f. Builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and

CAREER AND TECHNICAL EDUCATION STUDENT- A student, grade 9-14, who is enrolled in an approved career and technical education program of study.

CAREER AND TECHNICAL STUDENT ORGANIZATION- An organization for individuals enrolled in a career and technical education program that engages in career and technical activities as an integral part of the instructional program. Such organizations may have state and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

CAREER GUIDANCE AND ACADEMIC COUNSELING- Providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, postsecondary options and baccalaureate programs.

CHARTER SCHOOLS - Charter schools are public elementary, middle and/or secondary schools that are relatively autonomous schools of choice that operate under a charter or contract issued by a public entity such as a local school board or state charter school board

COOPERATIVE EDUCATION- A method of instruction of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual, and may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

DISPLACED HOMEMAKER- An individual who: Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under such title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

EDUCATIONAL SERVICE AGENCY- The term “educational service agency” has meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.

ELIGIBLE AGENCY- The term “eligible agency” means a state board designated or created consistent with state law as the sole state agency responsible for the administration of and technical education or for supervision of the administration of and technical education in the State.

ELIGIBLE INSTITUTION - A public or nonprofit or private institution of higher education or charter school that offers career and technical education courses that lead to technical skills proficiency, and industry-recognized credential, a certificate or a degree; a local education agency providing education at the postsecondary level; an area career and technical education at the postsecondary level; a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of program under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.) or the Act of April 16, 1934 (25 U.S.C. 452 et seq.); an educational service agency; or a consortium of 2 or more of these entities.

ELIGIBLE RECIPIENT- A local educational agency, (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

HIGH DEMAND – Occupations having the most openings, as per the annual report *Nevada Statewide Demand Occupations, Employment, Projections*, as provided by DETR.

HIGH WAGE – An occupational field with wages defined per the annual data provided by Department of Employment, Training and Rehabilitation Research and Analysis Bureau that is above the average wage for all occupations. The regulations governing the Workforce Investment Act (WIA), requires that training provided be directly linked to Occupations in Demand for the area.

HIGH SKILL – Occupational field that leads to a Certificate of Completion or Associate Degree, an apprenticeship training program, or state license or industry certification.

INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY- Secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and: whose native language is other than English; or who lives in a family or community environment in which a language other than English is the dominant language.

INDIVIDUAL WITH A DISABILITY- A person with any disability as defined in the Americans with Disabilities Act of 2010.

INSTITUTION OF HIGHER EDUCATION- The meaning given in section 101 of the Higher Education Act of 1965.

LOCAL EDUCATIONAL AGENCY- The meaning provided in section 9101 of the Elementary and Secondary Education Act of 1965.

NON-TRADITIONAL FIELDS - Occupations or fields of work, including careers in computer science, technology, and other emerging high– skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

PROGRAM OF STUDY – Career and technical programs of study, which may be offered by local educational agencies and postsecondary institutions to be offered as an option to students when planning for and completing future coursework, for career and technical content areas that – (1) Incorporate secondary and postsecondary education elements; (2) Include coherent and rigorous content aligned with challenging academic standards in a coordinated, non-duplicative sequence of courses; (3) May include opportunities for secondary students to earn postsecondary credit; (4) Lead to industry-recognized credential or certificate, or an associate or baccalaureate degree.

POSTSECONDARY EDUCATIONAL INSTITUTION - An institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree; a tribally controlled college or university; or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

SCHOOL DROPOUT- an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

SECONDARY SCHOOL- The meaning provided in section 9101 of the Elementary and Secondary Education Act of 1965.

SPECIAL POPULATIONS - Individuals with disabilities; Individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

SUPPORT SERVICES - Services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

APPENDIX C

Labor Market Information

NEVADA'S TOP 100 DEMAND OCCUPATIONS

This information is a sample of High Wage, High Skill and High Demand Occupations, and was derived from the 2012 Nevada Statewide Demand Occupations, and was derived from the 2012 Nevada Statewide Demand Occupations, Employment Projections as Provided by DETR. Please refer to the Nevada Workforce website, published by the Department of Employment, Training and Rehabilitation – for more up-to-date information about Nevada Based occupations. <http://www.nevadaworkforce.com/article.asp?ARTICLEID=3157> Nevada's medium wage is currently \$20.30 per hour.

BACHELOR'S DEGREE OR HIGHER	2014 EMPLOYMENT ESTIMATE	AVERAGE ANNUAL OPENINGS	AVERAGE ANNUAL WAGE
General and Operations Managers	16,381	571	\$104,832
Accountants and Auditors	8,363	358	\$62,171
Cost Estimators	1,963	161	\$62,109
Management Analysts	3,534	116	\$91,603
Substitute Teachers	5,229	111	\$27,040
Civil Engineers	1,910	93	\$87,880
Market Research Analysts and Marketing Specialists	2,018	84	\$56,035
Medical and Health Services Managers	2,000	77	\$107,370
Computer Systems Analysts	1,977	76	\$83,179
Software Developers, Applications	2,255	74	\$86,299
Physical Therapists	1,404	67	\$115,232
Network and Computer Systems Administrators	1,768	54	\$82,368
Meeting and Convention Planners	1,023	46	\$48,422
Teachers and Instructors, All Other	1,371	44	\$44,360
Vocational Education Teachers, Postsecondary	1,425	41	\$54,080
Personal Financial Advisors	792	35	\$83,200
Environmental Scientists and Specialists, Including Health			
Industrial Engineers	756	34	\$67,267
Software Developers, Systems Software	844	30	\$86,320
Industrial Engineers	619	29	\$79,789
Human Resource Managers	666	27	\$106,309
Mechanical Engineers	540	26	\$81,931
ASSOCIATE DEGREE OR OTHER FORMAL TRAINING	2014 EMPLOYMENT ESTIMATE	AVERAGE ANNUAL OPENINGS	AVERAGE ANNUAL WAGE
Registered Nurses	18,764	608	\$78,811
Construction Managers	4,344	211	\$87,131
Licensed Practical and Licensed Vocational Nurses	2,330	97	\$53,498
Paralegals and Legal Assistants	2,113	73	\$50,128
First-Line Supervisors/Managers of Production/Operating	2,576	72	\$58,989
Dental Hygienist	1,455	58	\$85,862
Aircraft Mechanics and Service Technicians	1,178	53	\$58,968
Respiratory Therapists	1,065	32	\$69,326
Web Developers	832	30	\$54,018
MODERATE TO LONG-TERM ON-THE-JOB TRAINING	2014 EMPLOYMENT ESTIMATE	AVERAGE ANNUAL OPENINGS	AVERAGE ANNUAL WAGE
Gaming Dealers	23,301	721	\$17,139
Cooks, Restaurant	18,040	646	\$27,456
Carpenters	11,363	633	\$49,400
Hosts/Hostesses, Restaurant, Lounge, Coffee Shop	5,808	479	\$24,773
First-Line Supervisors of Food Prep, Serving Workers	9,831	438	\$34,694
Maintenance and Repair Workers, General	13,478	435	\$44,574
First-Line Supervisors, Managers of Retail Sales Work	11,765	345	\$42,432
Hotel, Motel and Resort Desk Clerks	5,130	298	\$29,682
Bookkeeping, Accounting and Auditing Clerks	12,718	287	\$37,003
Gaming Supervisors	9,685	278	\$53,768
First-Line Supervisors/Managers of Construction Trades	4,860	269	\$69,971
Sales Representatives, Services, All Other	6,466	267	\$48,755
Electricians	4,800	258	\$56,389
Painters, Construction and Maintenance	3,742	209	\$49,379
Nursing Assistants	5,093	170	\$32,136
Medical Assistants	5,411	167	\$31,574
Property, Real Estate, and Community Association Managers	4,968	164	\$47,736
Bill and Account Collectors	4,211	164	\$33,883
Heating, AC, Refrigeration, Mechanics, Installers	2,271	135	\$52,374

Plumbers, Pipefitters, and Steamfitters	2,268	119	\$54,371
Cement Masons and Concrete Finishers	1,412	119	\$46,114
Operating Engineers/Other Construction Equip. Operator	2,237	118	\$55,827
Baggage Porters and Bellhops	3,054	105	\$25,896
Gaming Service Workers, All Other	3,374	87	\$26,874
Installation, Maintenance/Repair Workers, All Other	2,860	87	\$48,090
Welders, Cutters, Solderers, and Brazers	1,677	81	\$42,640
Medical Secretaries	2,320	79	\$36,026
Industrial Machinery Mechanics	1,462	79	\$58,136
Sheet Metal Workers	1,303	68	\$45,427
Drywall and Ceiling Tile Installers	1,083	67	\$43,451
Purchasing Agents, Expt Wholesale, Retail, Farm Prod	1,902	67	\$52,728
First-Line Supervisors, /Managers of Transportation	1,612	65	\$54,184
Structural Iron and Steelworkers	616	62	\$70,907
Telecommunications Line Installers and Repairers	1,230	60	\$47,653
First-Line Supervisors, /Managers of Helpers, Laborers	1,344	58	\$48,672
Production, Planning, and Expediting Clerks	1,471	58	\$43,555
First-Line Supervisors of Helpers, Laborers	1,344	58	\$48,672
Tile and Marble Setters	829	56	\$43,118
Brickmasons and Blockmasons	573	55	\$58,427
Bus/Truck Mechanics and Diesel Engine Specialists	1,461	54	\$54,746
Audio and Video Equipment Technicians	1,672	53	\$54,142
Glaziers	525	46	\$40,331
Surgical Technologists	915	31	\$54,600
Tapers	397	25	\$45,365

SHORT-TERM ON-THE-JOB TRAINING	2014 EMPLOYMENT ESTIMATE	AVERAGE ANNUAL OPENINGS	AVERAGE ANNUAL WAGE
Waiters and Waitresses	38,582	2,229	\$22,277
Retail Salespersons	46,808	2,113	\$27,040
Combined Food Prep & Serving Workers, Fast Food	30,631	1,783	\$19,781
Cashiers	29,605	1,420	\$22,069
Laborers and Freight, Stock, & Material Movers, Hand	18,937	906	\$30,035
Office Clerks, General	28,324	816	\$31,720
Customer Service Representatives	17,191	755	\$32,469
Bartenders	14,050	707	\$25,688
Dining Room & Cafeteria Attendants & Bartender Help	12,890	697	\$24,107
Stock Clerks and Order Fillers	18,464	640	\$26,042
Construction Laborers	8,451	579	\$38,522
Security Guards	20,699	547	\$27,498
Dishwashers	10,307	546	\$25,085
Landscaping and Grounds keeping Workers	10,817	370	\$27.10
Personal and Home Care Aides	8,636	364	\$20,987
Food Preparation Workers	8,320	316	\$27,310
Truck Drivers, Heavy and Tractor-Trailer	9,704	316	\$44,200
Receptionists and Information Clerks	8,167	284	\$27,518
Amusement and Recreation Attendants	4,279	250	\$20,155
Packers and Packagers, Hand	3,969	159	\$23,504
Helpers--Production Workers	3,180	120	\$24,856
Home Health Aides	2,620	119	\$26,125
Refuse and Recyclable Material Collectors	1,423	53	\$49,462
Fitness Trainers and Aerobics Instructors	2,161	50	\$33,592
Carpet Installers	839	37	\$44,762
Helpers, Pipe layers, Plumbers, Pipefitters, Steamfitters	575	34	\$26,707

APPENDIX D

Special Populations

Special Populations

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 defines several special populations groups. The members of these groups are to be held to the same state-adjusted levels of performance as other students and must be assured equal access and nondiscrimination. All local educational agencies that receive funds under this Act must identify strategies that will be utilized to ensure access and full participation in occupational programs that lead to high-wage, high-skill, or high-demand careers.

The Nevada Department of Education has identified barriers that are frequently encountered by each of the special populations groups. Suggested strategies are also identified for use of local agencies in developing their plans for serving such groups. The identified strategies are recommendations only and should not be construed to limit, in any way, other strategies that may be helpful in a given agency.

Special Populations Group	Anticipated Barriers	Recommended Strategies
Individuals with Disabilities	Physical access or space requirements Physical impairments such as hearing/sight/movement/speech Emotional appropriateness Social appropriateness and acceptance Safety concerns Limited perceptions of occupational choices and opportunities Low expectations by teachers or other professionals Slower or different cognitive functioning	1) Modifications, compliance with ADA, special equipment, special transportation 2) Modified curriculum, special adaptive equipment 3) Classroom aides or volunteers Awareness and sensitivity training 4) Classroom aides or volunteers Behavioral management and training Awareness and sensitivity training 5) Classroom aides or volunteers 6) Use of role models and career guidance activities, teacher and counselor training, parent awareness 7) Professional development 8) Extended time for learning, varied teaching methodology, flexibility

Special Populations Group (continued)	Anticipated Barriers (continued)	Recommended Strategies (continued)
Individuals from Economically Disadvantaged Families or Foster Children	<ol style="list-style-type: none"> 1) Financial constraints for additional fees, transportation, supplies, child care, etc. 2) Different values and experiences based on limited financial resources which negatively impact school-appropriate behavior 3) Limited exposure to or experience with developmental activities necessary for occupational program 4) Lack of appropriate parental role models 5) Need to work to provide financial support 	<ol style="list-style-type: none"> 1) Provision for scholarships or subsidized aid, transportation vouchers, child care assistance 2) Teacher training in strategies for economically disadvantaged students 3) Preparatory programs to remediate deficiencies; provide access to computer labs and internet resources 4) Provide mentors and/or role models 5) Paid internships
Individuals Preparing for Nontraditional Training and Employment	<ol style="list-style-type: none"> 1) Attitudes of family, friends, and educational personnel 2) Fear of sexual harassment 3) Lack of background necessary for nontraditional areas 4) Hostile learning and working environments 	<ol style="list-style-type: none"> 1) Training for educators in creating inclusive and inviting environments, information to family and significant others 2) Training in coping skills and reporting procedures, training for educators and job sites regarding legal issues of sexual harassment 3) Special preparatory classes in areas such as spatial relations, physical strength training, technology and tools 4) Training for educators and work-site personnel in specific strategies, policies to promote fairness and equity for students, use of curriculum materials that incorporate nontraditional role models and examples, provide support groups, nontraditional mentors and role models

Special Populations Group (continued)	Anticipated Barriers (continued)	Recommended Strategies (continued)
Single Parents Including Single Pregnant Women	<ul style="list-style-type: none"> 1) Attendance difficulties 2) Need to work to earn money 3) Deficits in background learning or readiness for occupational programs 4) Domestic violence and legal problems 5) Child care, transportation, prenatal needs, clothing 6) Low expectations and negative social reactions 	<ul style="list-style-type: none"> 1) Policies that provide flexibility 2) Paid internships or work experience 3) Preparatory programs to remediate deficiencies 4) Support services; referral to community agencies 5) Provide child care services or vouchers, referral to community agencies for services 6) Teacher/counselor training, role models and mentors
Displaced Homemakers	<ul style="list-style-type: none"> 1) Lack of confidence regarding abilities in education or work world 2) Need to work to earn money while in school 3) Deficits in background learning or readiness for occupational programs 4) Domestic violence and legal problems 5) Balancing work, school, and family issues: child care, transportation, clothing 	<ul style="list-style-type: none"> 1) Services, role models, mentoring, special preparatory classes, career exploration, support groups 2) Paid internships or work experience, assistance qualifying for financial aid, work-study programs 3) Preparatory programs to remediate deficiencies 4) Support services; referral to community agencies 5) Provide child care services or vouchers, referral to community agencies for services

Special Populations Group (continued)	Anticipated Barriers (continued)	Recommended Strategies (continued)
Students With Other Barriers to Learning Including Limited English Proficiency	<ul style="list-style-type: none"> 1) Language comprehension and verbal expression 2) Difference in cultural/social background results in misunderstanding of school climate, expectations, and interactions 3) Lack of sufficient academic background 4) Low expectations and lack of awareness of options and opportunities 	<ul style="list-style-type: none"> 1) Special classes, tutoring, translation services, curriculum modification 2) Teacher training in cultural issues, sensitivity, and varied teaching methodologies 3) Special classes, remediation, tutoring 4) Teacher/counselor training, role models and mentors, career exploration activities, work-based learning

APPENDIX E

Nontraditional Subject Areas

Nontraditional Subject Areas FY16

The following is an annually revised table of secondary and postsecondary Classifications of Instructional Programs (CIP) assignments for programs leading to non-traditional careers (training and employment).

Subject Area	CIP Code	Nontraditional
Agriculture, General.	01.0000	Female
Agricultural Business and Management, General.	01.0101	Female
Agribusiness/Agricultural Business Operations.	01.0102	Female
Agricultural Mechanization, General.	01.0201	Female
Agricultural Power Machinery Operation.	01.0204	Female
Agricultural Mechanics and Equipment/Machine Technology.	01.0205	Female
Agricultural Mechanization, Other.	01.0299	Female
Animal/Livestock Husbandry and Production.	01.0302	Female
Ornamental Horticulture.	01.0603	Female
Greenhouse Operations and Management.	01.0604	Female
Landscaping and Groundskeeping.	01.0605	Female
Animal Sciences, General.	01.0901	Female
Horticultural Science.	01.1103	Female
Natural Resources/Conservation, General.	03.0101	Female
Environmental Studies.	03.0103	Female
Wildlife, Fish and Wildlands Science and Management.	03.0601	Female
Architecture.	04.0201	Female
Environmental Design/Architecture.	04.0401	Female
Radio and Television Broadcasting Technology/Technician.	10.0202	Female
Recording Arts Technology/Technician.	10.0203	Female
Computer Programming/Programmer, General.	11.0201	Female
Data Entry/Microcomputer Applications, General.	11.0601	Male
Word Processing.	11.0602	Male
Computer Systems Networking and Telecommunications.	11.0901	Female
System, Networking, and LAN/WAN Management/Manager.	11.1002	Female
Computer and Information Systems Security/Information Assurance.	11.1003	Female
Cosmetology/Cosmetologist, General.	12.0401	Male
Cooking and Related Culinary Arts, General.	12.0500	Female
Culinary Arts/Chef Training.	12.0503	Female
Elementary Education and Teaching.	13.1202	Male
Kindergarten/Preschool Education and Teaching.	13.1209	Male
Early Childhood Education and Teaching.	13.1210	Male
Engineering, General.	14.0101	Female
Aerospace, Aeronautical and Astronautical/Space Engineering.	14.0201	Female
Architectural Engineering.	14.0401	Female
Civil Engineering, General.	14.0801	Female
Mechanical Engineering.	14.1901	Female
Electrical, Electronic and Communications Engineering Technology/Technician.	15.0303	Female
Instrumentation Technology/Technician.	15.0404	Female

Solar Energy Technology/Technician.	15.0505	Female
Water Quality and Wastewater Treatment Management and Recycling Technology/Technician.	15.0506	Female
Environmental Engineering Technology/Environmental Technology.	15.0507	Female
Hazardous Materials Management and Waste Technology/Technician.	15.0508	Female
Environmental Control Technologies/Technicians, Other.	15.0599	Female
Occupational Safety and Health Technology/Technician.	15.0701	Female
Hazardous Materials Information Systems Technology/Technician.	15.0704	Female
Mechanical Engineering/Mechanical Technology/Technician.	15.0805	Female
Engineering-Related Technologies, Other.	15.1199	Female
Computer Technology/Computer Systems Technology.	15.1202	Female
Computer Software Technology/Technician.	15.1204	Female
Drafting and Design Technology/Technician, General.	15.1301	Female
CAD/CADD Drafting and/or Design Technology/Technician.	15.1302	Female
Architectural Drafting and Architectural CAD/CADD.	15.1303	Female
Mechanical Drafting and Mechanical Drafting CAD/CADD.	15.1306	Female
Corrections.	43.0102	Female
Criminal Justice/Law Enforcement Administration.	43.0103	Female
Forensic Science and Technology.	43.0106	Female
Corrections and Criminal Justice, Other.	43.0199	Female
Fire Prevention and Safety Technology/Technician.	43.0201	Female
Homeland Security, Other.	43.0399	Male
Geography.	45.0701	Female
Construction Trades, General.	46.0000	Female
Mason/Masonry.	46.0101	Female
Carpentry/Carpenter.	46.0201	Female
Electrician.	46.0302	Female
Building/Property Maintenance.	46.0401	Female
Building/Home/Construction Inspection/Inspector.	46.0403	Female
Drywall Installation/Drywaller.	46.0404	Female
Glazier.	46.0406	Female
Painting/Painter and Wall Coverer.	46.0408	Female
Roofer.	46.0410	Female
Building/Construction Finishing, Management, and Inspection, Other.	46.0499	Female
Pipefitting/Pipefitter and Sprinkler Fitter.	46.0502	Female
Construction Trades, Other.	46.9999	Female
Electrical/Electronics Equipment Installation and Repair, General.	47.0101	Female
Industrial Electronics Technology/Technician.	47.0105	Female
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician.	47.0201	Female
Heavy Equipment Maintenance Technology/Technician.	47.0302	Female
Industrial Mechanics and Maintenance Technology.	47.0303	Female
Vehicle Maintenance and Repair Technologies, General.	47.0600	Female
Autobody/Collision and Repair Technology/Technician.	47.0603	Female
Automobile/Automotive Mechanics Technology/Technician.	47.0604	Female
Diesel Mechanics Technology/Technician.	47.0605	Female
Small Engine Mechanics and Repair Technology/Technician.	47.0606	Female
Airframe Mechanics and Aircraft Maintenance Technology/Technician.	47.0607	Female

Aircraft Powerplant Technology/Technician.	47.0608	Female
Mechanic and Repair Technologies/Technicians, Other.	47.9999	Female
Machine Tool Technology/Machinist.	48.0501	Female
Sheet Metal Technology/Sheetworking.	48.0506	Female
Welding Technology/Welder.	48.0508	Female
Ironworking/Ironworker.	48.0509	Female
Furniture Design and Manufacturing.	48.0702	Female
Aeronautics/Aviation/Aerospace Science and Technology, General.	49.0101	Female
Technical Theatre/Theatre Design and Technology.	50.0502	Female
Health Services/Allied Health/Health Sciences, General.	51.0000	Male
Dental Assisting/Assistant.	51.0601	Male
Dental Hygiene/Hygienist.	51.0602	Male
Medical Office Management/Administration.	51.0705	Male
Health Information/Medical Records Technology/Technician.	51.0707	Male
Medical Transcription/Transcriptionist.	51.0708	Male
Medical Office Assistant/Specialist.	51.0710	Male
Health and Medical Administrative Services, Other.	51.0799	Male
Medical/Clinical Assistant.	51.0801	Male
Pharmacy Technician/Assistant.	51.0805	Male
Physical Therapy Technician/Assistant.	51.0806	Male
Emergency Medical Technology/Technician (EMT Paramedic).	51.0904	Male
Respiratory Care Therapy/Therapist.	51.0908	Male
Allied Health Diagnostic, Intervention, Treatment Professions, Other.	51.0999	Male
Blood Bank Technology Specialist.	51.1001	Male
Clinical/Medical Laboratory Technician.	51.1004	Male
Clinical Laboratory Science/Medical Technology/Technologist.	51.1005	Male
Substance Abuse/Addiction Counseling.	51.1501	Male
Psychiatric/Mental Health Services Technician.	51.1502	Male
Community Health and Preventive Medicine.	51.2208	Male
Registered Nursing/Registered Nurse.	51.3801	Male
Maternal/Child Health and Neonatal Nurse/Nursing.	51.3806	Male
Perioperative/Operating Room and Surgical Nurse/Nursing.	51.3812	Male
Clinical Nurse Specialist.	51.3813	Male
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other.	51.3899	Male
Licensed Practical/Vocational Nurse Training.	51.3901	Male
Business Administration and Management, General.	52.0201	Female
Accounting.	52.0301	Male
Accounting Technology/Technician and Bookkeeping.	52.0302	Male
Accounting and Related Services, Other.	52.0399	Male
Administrative Assistant and Secretarial Science, General.	52.0401	Male
Business/Office Automation/Technology/Data Entry.	52.0407	Male
Business/Corporate Communications.	52.0501	Female
Finance, General.	52.0801	Male
Labor and Industrial Relations.	52.1002	Female